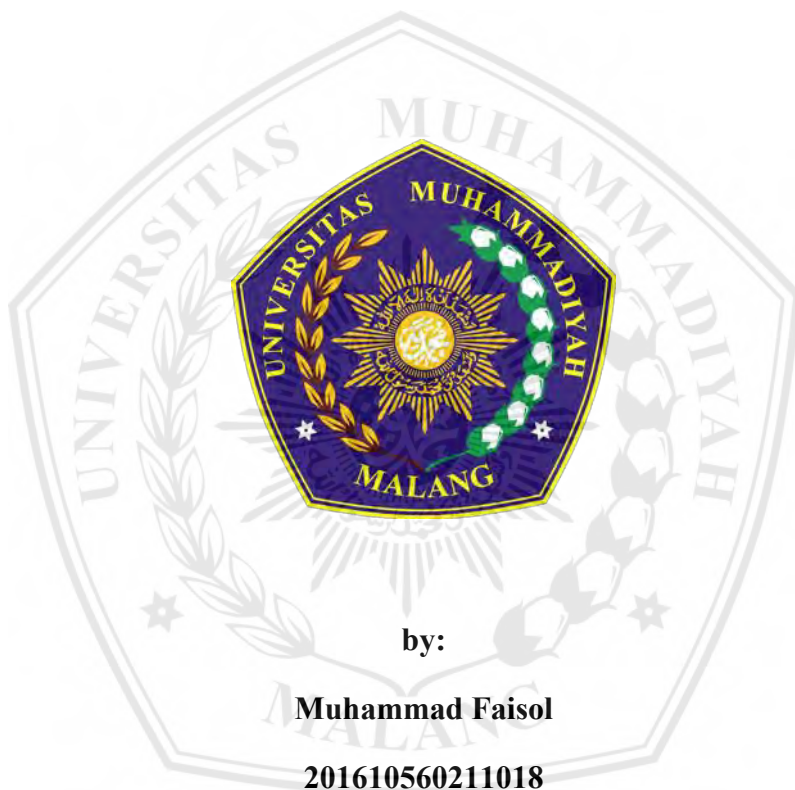


**A STUDY OF GRAMMAR MASTERY AND GUESSING MEANING WORD
IN READING COMPREHENSION**

THESIS

In Partial Fulfillment of the Requirement for
Master Degree of English Language Educatio



by:

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JULY 2019

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Has been accepted on
Saturday, 4th May 2019

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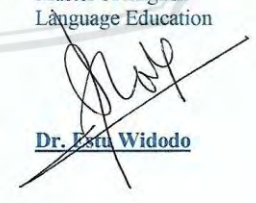
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LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled : **A STUDY OF GRAMMAR MASTERY AND GUESSING MEANING WORD IN READING COMPREHENSION** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review that can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 25 July 2019

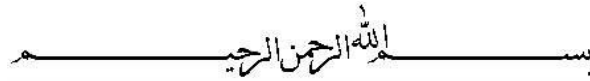
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Alhamdulillah Rabbil Alamin, firstly praise to Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Secondly Praise to Him, Shalawat and Salam are addressed to the beloved messenger, the prophet Muhammad SAW who has been guiding us from the darkness to the brightness as Muslim.

At this section, the researcher would like to express his best regard and gratitude to his first advisor Dr. Bayu Hendro Wicaksono, M.Ed., Ph.D as the first adviser who guided, gave corrections and advices to writing this thesis and his second advisor Dr. Sri Hartiningsih, M.M, for his time in guiding, giving corrections and suggestions of this thesis. Due to their effort and their kindness, there is nothing much the researcher can do, but praying for them to have long and prosperous life.

At this moment, the researcher would like to thank his beloved family and friends. Thanks for their love, supports, affections, and praying for the researcher's success. For all his pals especially Nur Yaman, thanks your kinds, the researcher has no words to say. For all his classmates, togetherness we shared throughout the years is awesome experience that the researcher ever had. For his pretty one, you know it is about my further plan growing old with you, here after

Malang, April 2019

MOTTO AND DEDICATION

Motto:

Never say we can not do anything like smart people

Things

Say

Action

God has addressed through a trembling our heart (Teater Katamati)

Dedication:

I present this thesis special for

My Parents,

My brother and sisters,

My friends,

Thank you for the supports.

‘A study of grammar mastery and guessing meaning word in reading comprehension’

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2019

ABSTRACT

The purpose of this study is to determine the extent grammar knowledge contributes to achieve reading comprehension and how grammar knowledge works through guessing unknown word in reading comprehension. The setting of the study and all eleventh grade (IPA&IPS) which consist 61 students divided into two classes are the subject of the study because the reasonable matters why this research need to be conducted. There are such as; students assume that some vocabularies is not well-known in reading narrative text, teaching grammar is not exclusive, lack of vocabulary is still the highest range, there is no trick applied to solve the problem at all, and English score for national examination is still below average.

To gain specific information about students’ academic performance in grammar mastery and guessing meaning word while the second data is about information of the way they encourage their grammar mastery in guessing meaning word. To gain specific information about students’ academic performance in grammar mastery and guessing meaning word, the researcher uses TOEFL test appropriated and to get the data how the students encourage their grammar mastery to guess meaning word, the researcher uses questioner. The interview is designed to break down the way the students use their grammar mastery in guessing meaning word in five questions with W-H question. Based on the result of the study, researcher has some conclusions. a) There is positive and modest correlation between students’ grammar mastery and guessing meaning word. b) Grammar mastery contributes in 9% toward guessing meaning word. c) The null hypothesis was accepted that grammar mastery does not have significant contribution to promote guessing meaning word. d) Students applied the knowledge of part of speech and content to guess meaning word. e) Students think both grammar mastery and vocabularies should be given proportionally. Somehow, there are still many points need to be observed future.

Key words: grammar mastery, guessing meaning word, student’s paradigm

‘Studi tentang penguasaan tata bahasa dan menebak makna kata dalam pemahaman membaca’

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2019

ABSTRAK

Tujuan dari penelitian ini adalah untuk menentukan sejauh mana kontribusi pengetahuan tata bahasa berkontribusi untuk mencapai pemahaman membaca dan bagaimana pengetahuan tata bahasa bekerja melalui menebak kata yang tidak dikenal dalam pemahaman membaca. Pengaturan penelitian dan semua kelas sebelas (IPA & IPS) yang terdiri dari 61 siswa dibagi menjadi dua kelas adalah subjek penelitian karena hal-hal yang masuk akal mengapa penelitian ini perlu dilakukan. Ada yang seperti; siswa berasumsi bahwa beberapa kosakata tidak dikenal dalam membaca teks naratif, pengajaran tata bahasa tidak eksklusif, kurangnya kosakata masih rentang tertinggi, tidak ada trik yang diterapkan untuk memecahkan masalah sama sekali, dan skor bahasa Inggris untuk ujian nasional masih dibawah rata-rata.

Untuk mendapatkan informasi spesifik tentang kinerja akademik siswa dalam penguasaan tata bahasa dan menebak kata makna, sedangkan data kedua adalah tentang informasi tentang cara mereka mendorong penguasaan tata bahasa mereka dalam menebak kata makna. Untuk mendapatkan informasi spesifik tentang kinerja akademik siswa dalam penguasaan tata bahasa dan menebak makna kata, peneliti menggunakan tes TOEFL yang sesuai dan untuk mendapatkan data bagaimana siswa mendorong penguasaan tata bahasa mereka untuk menebak kata makna, peneliti menggunakan kuesioner. Wawancara ini dirancang untuk memecah cara siswa menggunakan penguasaan tata bahasa mereka dalam menebak kata makna dalam lima pertanyaan dengan pertanyaan W-H. Berdasarkan hasil penelitian, peneliti memiliki beberapa kesimpulan. a) Ada korelasi positif dan sederhana antara penguasaan tata bahasa siswa dan kata arti menebak. b) Penguasaan tata bahasa berkontribusi 9% terhadap tebak kata makna. c) Hipotesis nol diterima bahwa penguasaan tata bahasa tidak memiliki kontribusi yang signifikan untuk mempromosikan kata makna menebak. d) Siswa menerapkan pengetahuan bagian dari pidato dan konten untuk menebak kata yang berarti. e) Para siswa berpikir bahwa penguasaan tata bahasa dan kosa kata harus diberikan secara proporsional. Entah bagaimana masih banyak poin yang perlu dicermati di masa depan.

Kata kunci: penguasaan tata bahasa, menebak kata makna, paradigma siswa

TABLE OF CONTENTS

TITLE PAGE	i
LEGALIZATION.....	ii
LETTER OF STATEMENT.....	iii
ADVISOR’S APPROVAL	iv
ACKNOWLEDGEMENTS	v
MOTTO AND DEDICATION.....	vi
ABSTRACT.....	vii
ABSTRAK	viii
TABLE OF CONTENT.....	viii
CHAPTER I: INTRODUCTION	
1.1 Background of the Study	1
1.2 The statement of the problem	3
1.3 The objective of the study	3
1.4 The Significance of the Study	3
1.5 Scope and Limitation	4
1.6 The hypothesis	4
1.7 Definition of key terms	4
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 Definition of grammar	5
2.1.1 Student’s grammar mastery	6
2.2 Definition of reading	6
2.2.1 Reading comprehension	7
2.3 EFL context.....	7
2.4 Guessing meaning word.....	8
2.5 Previous study	11
CHAPTER III: RESEARCH METHOD	
3.1 Research Design.....	12
3.2 Setting and participant of study	13
3.3 Data collection	13
3.3.1 Grammar test.....	13
3.3.2 Guessing meaning word.....	14
3.3.3 Interview form.....	14
3.4 Procedure	14
3.5 Analyze the data.....	14
3.5.1 Quantitative procedure	14
3.5.2 Qualitative procedure	15
CHAPTER IV: FINDING AND DISCUSSION	
4.1 Research Finding	16
4.2 Discussion	22
CHAPTER V: CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	24
5.2 Suggestion.....	24
REFERENCES.....	26
LIST OF APPENDIXES	30

INTRODUCTION

Background of The study

Lie (2007) stated that there are two objectives of teaching English in Indonesia. First, students are prepared to read English text expertly in social life. Second, English is prepared to seek a job. Despite many years, English taught in formal school, the outcome is not satisfied yet. This situation leads to vocabulary as greater emphasis in the Indonesian curriculum, which expects that students be required to master 4000 vocabularies (KTSP 2006) for senior high school, and text-oriented is a concern for English language teaching.

Lack of vocabularies becomes the main culprit according to few researches in this topic. A study done by Nurweni (1997) has found that approximately 324 subjects of secondary school graduation just knew 987 words of 2000 most frequent words and 239 words of 808 academic as the target words. In addition, Kweldju (1999) concluded that students were capable of supplying some expected collocations generally from 25 lists of familiar collocations given. It meant that Indonesian learners were still not aware of collocations then the expectation of teaching English is still far-off from the purposes and students should encourage their vocabulary seriously. Thus, it is not questionable term that Indonesian curriculum takes deal with vocabulary as essential as another language component.

Nevertheless having lack of vocabulary is the longest critical issue of EFL, the students are not claimed unable to comprehend the text at all. As a result, national examination faced by students is still dominated with reading text 70% for junior and senior high school. Based on school curriculum, there are 50 question numbers which consist of listening (1-15 short dialogue and monologue) and reading skill (16-50 reading text). The government believes that curriculum expectation is running well into classroom, so the domination of reading text does not matter for students. Another perception, the government might believe that students are capable of expanding comprehension naturally. Thus, vocabulary size issue does not affect significantly for national examination format.

However, the real case faced most of EFL learners especially in Indonesia is about the number of vocabularies mastered. Tarigan (1986) stated briefly that the quality of language is about the number of vocabularies mastered only. It means he believes that the most important thing in language is just about words or vocabularies, so students may not comprehend the text at all if they have limited size of vocabulary. The other researchers (Richard & Rodgers 2001; Schmitt, 2000) still tolerate with the number of vocabularies. They do not point significantly in which the number of vocabulary is everything, but they warn that having lack of vocabulary will drive learners getting difficulty in reading comprehension. It means comprehension process might happen instead of lack vocabulary.

Sometimes because of the lack of vocabulary, the students probably guess to translate word meaning, thus the ability to interpret the meaning of the text is the most urgent skills required of people in foreign language settings. Nassaji (2004) stated that to understand reading text and know the utterances need largely attention to some factors; one fundamental factor is grammatical knowledge. Research has investigated that both intermediate and advanced EFL learners guess their vocabulary with grammatical structure of the sentence alternatively. The debatable of

the research is whether grammar knowledge can work perfectly. The existence of grammar in L2 learning and processing has been well-admitted (Paribakht, 2004; Paribakht & Weshe, 1999). Additionally Paribakht (2004:p.149) stated "It is far from clear how grammar could aid learners in L2 lexical processing and further vocabulary acquisition". It means grammar knowledge might still affect vocabulary acquisition, but it just guides or predicts learners through the closest meaning of the word. Consequently, there is no surety that it must be correct in guessing process. Bernhardt (2000) also stated that second language learners' reading ability partly depends on their syntax ability. It means in general case grammar knowledge has contributed to reading comprehension though reading text could not be predicted all by grammar. Alderson's (1984) in his research found that there is strong correlation between grammars and reading comprehension without pointed the number of vocabularies. The other one who is fairer comes from Haarman, (1988). He found that there is strong correlation between syntactic and reading comprehension.

If the students have great enough number of vocabulary without understanding grammar knowledge, they will be difficult to get meaning as well as they will be difficult to get meaning if they have lack of vocabulary even their grammar is rich. Based on Haarman's finding, it might be concluded both syntactic and vocabularies size should be proportional in work. In other hand, Dwaik (1997) declared specifically that syntactic knowledge is more paramount than vocabulary in reading. In his research finding, syntactic takes more deal with reading comprehension than vocabulary. His study shows the relationship between syntactic and reading comprehension is ($r=80$) and the relationship between vocabulary and reading comprehension is ($r=46$). It means students which have good syntactic knowledge are better than students which have numerous vocabularies. The other addition, (Grabe, 1991; Koda, 2005) stated that the degree of syntactic may influence reader's comprehension. Both of them believe beside the number of vocabulary which is exist to be an crucial issue of reading comprehension, syntactic knowledge is also important to faze better comprehension in reading.

Klingner (2007, p. 2) states that reading comprehension means getting meaning by integrating a number of complex processes that include word reading, word knowledge and fluency. The students are not supposed to recognize everything what they read, but they just need to take the whole meaning by integrating linguistic components both words and rules. By understanding the complicated process above related to competence, students need to have language components such as grammar, vocabulary, punctuation, and another.

Several researchers (McNamara et al, 1996; Brantmerier, 2003; Frantzen, 2003) have discussed the way how students develop their comprehension such as; using their background knowledge to construct text model, using L2 grammatical knowledge to interpret the text, and applying strategy to comprehend the text. It means the previous researchers prove there are a lot of ways that can be applied to develop text comprehension even the number of vocabulary is limited. The researchers believe that students have their own capacity in memorization and it is a serious barrier of comprehension process. Thus, some strategies above are aimed to back them up.

Although there are a lot of previous studies on the significant of grammar, some researchers believe that grammar has no effect on comprehension process. (Huang, 2004; Chou's, 2011) tested for about 246 students of university and the result is they rely on vocabulary mastery than other factor for comprehension. In addition, Chou's tested 159 students in southern Taiwan about correlation vocabulary knowledge, background knowledge, and reading comprehension and he bravely stated that their background knowledge does not help the students to increase their comprehension, but they who have good vocabulary size are able to increase reading performance.

From the debatable previous researchers above, it might be concluded both grammar and vocabulary have its point in comprehension process. The students at least have those indicators if they want to comprehend the text. In fact our student's condition is stated clearly that they have lack of vocabulary size and unfortunately grammar knowledge is largely ignored by teacher in learning process. Both teachers and students focus on vocabulary to opposite the important of grammar knowledge. This issue has been confirmed by Shiotsu & Weir (2007). They argued that vocabulary knowledge is more important than syntax knowledge, so both teachers and students focus on vocabulary matter. Rayner (1990) finds that most of teachers usually assume that their student utilizes their vocabulary knowledge to comprehend the text without syntax knowledge. Consequently, students have no idea at all when they find unknown word. The awareness of knowing both Indonesian and English have different rules is not applied the students, hence students are used to translating word by word. If the students find unknown word exclusively, they may have been stagnant on that challenge without an attempt.

The statement of the Problem

Based on the background of the study, two research questions are formulated as follow:

- a. To what extent does grammar knowledge contribute to achieve reading comprehension?
- b. How does grammar knowledge work through guessing unknown word in reading comprehension?

The Objective of the Study

The purpose of the study tries to examine and explore to what extent grammar knowledge achieves reading comprehension, and how grammar knowledge works into guessing unknown word. Because there are some theories exists which state grammar knowledge is the most in reading comprehension, the opposite side states vocabulary size is a key for success in reading comprehension, and the fairest theory states both vocabulary and grammar knowledge should be proportional. By doing this research, the researcher wants to match the current issue today with the theory exists.

The Significance of the Study

There are two significances by doing this research further in matter of theoretical and practical;

- a. For the theoretical significance of this current study, it will hopefully provide relevant information for educators about grammar knowledge and guessing meaning word in proportional application.

b. Practically, from the result of this research, the researcher also hopes this research is being alternative to solve the problem happened related to back up the limited size of vocabulary.

The Scope and Limitation of the Study

To limit the study into a broader discussion, the researcher scopes the study to eleventh grade students of SMA DARUL ISLAM GRESIK in 2017/2018 period. The limited matters of grammar knowledge used related the syllabus for senior high school and the text genres used for reading comprehension are narrative text and analytical exposition.

The Hypothesis

To arrange the hypothesis, the researcher rely on the theory exists such as; Awareness of text structure has been associated with better comprehension by arranging the construct meaning (Meyer et al., 1980; Taylor & Samuels, 1983). Structural awareness improves comprehension because it facilitates the construction of a coherent mental representation of text. Coherence, the creation of clear relationships between and among textual ideas contained in one's cognitive representation is considered an essential aspect of text comprehension (van Dijk & Kintsch, 1983; Kintsch, 2004; van den Broek, Young, Tzeng, & Linderholm, 2004). Haastrup (1991, p.40) notes that "lexical inferencing involves making informed guesses as to the meaning of a word in light of all available linguistic cues in combination with the learners' general knowledge of the world, her awareness of the context and her relevant linguistic knowledge". Thus the writer addressed the hypothesis below;

H1: Grammar knowledge has contribution on guessing meaning word.

H0: Grammar knowledge does not have contribution on guessing meaning word.

The Definition of Key Terms

To avoid ambiguous meaning and misunderstanding of the study, researcher defines some terms bellow:

- a. Grammar knowledge is Structural awareness that improves comprehension of the text, (Meyer et al., 1980; Taylor & Samuels, 1983). It suggests students are able to identify and link word classes into sentence, which recalls their understanding in part of speech, and sentence to get the correct meaning.
- b. Reading comprehension is getting meaning by integrating a number of complex processes that include word reading, word knowledge and fluency, Klingner (2007, p.2). It means when the students read a text, accordingly they attempt to understand the meaning or idea implied in the text, which requires their word knowledge, grammatical knowledge, and general, knowledge to gain the whole meaning in context.
- c. EFL learners is the characteristic of Indonesia learners since English is taught which is expected to be capable of reading English text in social life, Anita Lie (2007). Student's paradigm believes that the difference between Indonesian and English is just word. They used to translating word by word relying on dictionary. Moreover, they take deal with the number of vocabularies mastered.
- d. Guessing meaning word is the effort of student in which they need to inference unknown word with combination of student's general knowledge, Haastrup (1991,

p.40). The students expand themselves to get the meaning by applying their all background knowledge against unknown word. The relationship of word, the context, and the relation of clause are some concerns to get closer meaning of word itself.

Based on the discussion above, this chapter has already provided some information needed to conduct the research. In addition, to support the information above, it needs some explanation relating to literature review.

Definition of Grammar

Grammar is as basic system and structure through language in which student's language quality is shaped by the mastery of grammar knowledge. David (2005, p.3) stated grammar as the ways in which units of language (principally, but not exclusively, words) combine together to create sentences. It is reasonable why grammar is one of being fundamental parts through English learners, which will affect other skills such as speaking, reading, and especially writing skill where the students absolutely are going to learn called sentences in those skills constructed by rules or units.

Talking about rules, wherever you are coming from should be one in rules created for being able to be understood each other as English is the world language. Moreover, Fromkin and Rodman (1983, p.12) once stated in their book that to understand the nature of language, learner must understand the nature of this internalized, unconscious set of rules which are parts of every grammar in every language. The general definitions of grammar are addressed below;

"Grammar is general level of form. It is distinct from meaning and sound, especially about words, clauses, and sentences composed into sentence. Grammar could be syntax and morphology", Wales (2001, p. 179).

"Grammar is adaptable term in which has different meaning to different people. It is such as an art of writing, object of study, and philosophy. It tells about rules and presents in the context of language for teaching learning", Helen & Keith (1998, p.143-5).

"Grammar is description of the structure in language units such as words, phrases, and clauses which makes a sentence", Richards (1992, p.161).

"Grammar is the crucial term in language and there are some types of grammar such as; traditional, theoretical, perceptive grammar, and performance & universal grammar", Crystal (1997, pp 174-5).

Based on the definition above, it can be concluded that grammar is main part of language structured in terms of rule. Students have to master this crucial skill which will support the others skills like speaking, reading, and writing.

Students' Grammar Mastery

Widdowson (1975) stated learner can be said as mastering a language competence if he fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language. The focus of learning in senior high school according curriculum is not on grammar, but it focuses on communicative purpose. The statement implies that senior high school student should proficient in English and have through control of the spoken as well as written, (school based curriculum 2006). Even grammar is not the focus like the previous curriculum; it does not mean that grammar needs to be ignored largely. However, grammar deals

with other skills in which it is being an urgent basic term to expand both written and spoken like curriculum's expectation.

Some experts have been acknowledged the importance of grammar. (Canale and Swain 1980, p.27; Swan 1985, p.5; Harmer 1991, p.22) considered grammatical concept as a basis of the communicative competence. The importance of grammar mastery will support the good use of language, hence it should have been understood that grammar has to be mastered well by students. There should be process to conclude whether student has mastered grammar particularly. By having good understanding on grammatical concepts, learners can avoid the use of incorrect structures and misunderstanding.

There are numerous of grammar rules, but the idea of mastery related to curriculum indicator set. Many indicators of senior high school student expect student understands in term of part of speech and sentences. Students are supposed to understand well the basic concept of part of speech in which they are familiar to differ whether it is noun, adjective, adverb, verb, conjunction, pronoun, preposition, and interjection. After mastering those class words, students need to understand those linked words into sentence. Penny, 2000 stated Grammar is a set of rules that describe how words (or parts of words) are combined or changed to form adequate units of meaning through language. Therefore, the definition of grammar mastery is student's attention through the text such as analyzing the tense use, the model of sentence, and word arrangement.

Definition of Reading

Reading is a consistent process of guessing meaning and message stated or implied in the text, Grellet, (1990, p7). It means when the students read a text, in the same time they attempt to understand the meaning or idea implied in the text. Hence, there should be such information got by student after reading. Alderson (2000, p13) stated that reading involves identifying written form of language or text from visual like read a book or kinaesthetically like Braille. It might be assumed that reading can be the same sort of activity as listening, but the different is only in the type of language we need to concern. In reading, we learn from printed text, while listening in form of speech.

The other definition, Braunger and Lewis (2006, p8) also stated that reading is an arranging process of meaning from text. The process include to an active, cognitive, and affective process in which the students can identify and recognize the message through each word that builds the content of the text. Hence, reading arises some ways to do. According to Grellet (1990, p4) there are some ways of reading as follows;

- a. Skimming: quickly reading by seeing a text to get the idea.
- b. Scanning: quickly reading going through a text to find a particular piece of information
- c. Extensive reading: reading longer texts, usually for one's own pleasure such as novel. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Reading comprehension

Reading comprehension means read to get idea as detailed understanding. Understanding a written text means digging up the information available in the text as efficiently as possible, Grellet, (1990, p3). The word efficiently means that when read a text we can use different strategies to get information. It does not mean we are required to understand all, but the main point of the text is the aim for instance it will be different when we read a board of advertisement and read an article or a scientific journal. The strategies are differing based on the purpose of the readers.

The other mind, Pandis et al (2003, p.65) stated that reading comprehension is often understood as the ability of the student to retell a text they have in their own words. It is mean that after reading the text, student able to understand what the ideas which stated in the text so they can retell the text by their own word. From the definitions above, it might be concluded that reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration the whole text. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and students must read between the lines to get the full meaning.

Reading comprehension means read to get gist and more detailed understanding. Understanding a written text means digging up the information available in the text as efficiently as possible, (Grellet, 1990, p3). The word efficiently means that when read a text we can use different strategies to get information. It will be different when we read a board of advertisement and read an article or a scientific journal. The strategies are differing based on the purpose of the readers.

One of vital aspect of reading comprehension has so far been left out is the ability to asses and evaluate the text (Grellet, 1990, p.24). In the reading comprehension, the readers also should be aware of the writer's aim when writing the text, his point of view and possible bias in his writing. It will help us to understand the idea that the writer try to explore.

2.3 EFL Context

Vocabulary has been the longest crucial issue in EFL context especially in Indonesian context. Priyono (2004, p.26) stated that the main problem of Indonesian EFL students is their limited vocabulary. It means the criterion of curriculum or students have not filled expert, which requires that potentially students need master for about 5000 words, yet. This condition has been acknowledged by (Nurweni 1997; Kweldju 1999). From 324 subjects of secondary school graduation, they just knew 987 words of 2000 most frequent words and 239 words of 808 academic as the target words. Both teachers and students should be aware about this tangible case without justifying each other, but what the solution to solve the problem.

The problem above might be caused the common situation that vocabulary learning or teaching was considered secondary or neglected as it used to be. However, most of students use the memorization strategy to gain the number of vocabulary. Adamson (1990, p.76) stated that English learners use memorization in different ways, ranging from learning to coping with assignments or exercises. In fact, this way is largely ignored as it is rarely found that students are targeted to master vocabulary in learning activity. The second assumption is that vocabulary teaching could not be separated with context running down. Hence, the vocabulary

mastered is never measured significantly. Consequently, the progress of student's mastery is never known specifically.

In addition, Kusumarasdyati (2006) found that Indonesian learners used strategies varying from looking up either monolingual or bilingual dictionary, guessing meaning words, and cues context. The students used to translating by applying those ways because their size of vocabulary cannot cover all the text and looking up by using electronic dictionary is the most. Unfortunately, vocabulary does not deal with the size, but the vast too. The importance of vast vocabulary knowledge is more particularly vocabulary size. Accordingly, when dealing with vocabulary size, teachers need to start from the most frequently-used words, meaning that information on vocabulary frequency lists is necessary. This does not mean that teachers need to provide students with extensive lists of vocabulary as learning resources.

In linguistic context, some researchers in Indonesia have revealed problems faced by the learners in a number of areas. For example, many studies have highlighted grammatical difficulties. Syafiah (1993, p.3) suggests that unmarked forms of verbs, the selection of tenses, and aspectual factors of the present perfect tense need greater attention. Syahrial (1993, p.6) also argues that acquisition of grammar is the prime problem of learners. Similarly, McCoy (1988, p.10) argues that teaching English tense and aspect to Indonesian learners is a real challenge. Certainly, this situation will make difficulties for learner as text-oriented are greater emphasis in curriculum-based.

Guessing Meaning word

Since a dictionary is not always available when a reader encounters an unknown word, guessing meaning word is the valuable way to do. A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word is used can the reader decide upon an appropriate definition to fit the context. A reader should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the reader's purposes. Learning from context has long been desirable by teachers and many teachers have found learning from context to be effective. As stated by Gray and Holmes (1938, p.28) stated we know from experience that practically all pupils acquire many meanings from the context with little or no help from teachers.

Although there are studies which show that learning words from context is an ineffective approach, many linguists in their studies emphasize the effectiveness of learning words from context. Prince (1996:p489) lists three benefits of learning from context: first, assessing the meaning of a word in context obliges the learner to develop strategies, such as anticipating and inference, which become increasingly profitable as learning progresses because they instill an attitude of self-reliance that is hallmark of proficiency. Second, systematically meeting new words in context underlies the fact that words are indeed used in discourse for purposes of communication. Finally, context provides an indication of the way the words are used.

Presenting vocabulary in context will enable students to improve their vocabulary. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language because students who simply memorize word meanings frequently have trouble applying the information in definitions and often

make mistakes about the meanings, (Texas Reading Initiative, 2000, p8). If we really wish to teach students meanings of the words and how they are used it is useful to present them in context and students are more likely to deduce meaning from a context. Edwards states that (2009) students will see how the new item (a new word) works grammatically and the context will help make the item more memorable and aid retention. Making connections between the new word and the text in which it appears. They also learn new words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts, (Johnson. D & Johnson. C, 2012).

To develop reading efficiency guessing from context is useful "The ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. In this way it increases reading efficiency. At some stage it is worth giving learners practice in deciding which unguessable words should be looked up in the dictionary and which should be ignored" (Clarke & Nation, 1980, p217). "To guess a meaning the reader must consider and interpret the available evidence, predict what should occur, and seek confirmation of the prediction. Thus developing the skill of guessing meanings is in many ways developing the skill of reading", (Clarke & Nation, 1980: 218). Scott Thornbury (2002, p148) argues that guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use-perhaps unconsciously-when reading and listening in our mother tongue. There are several different types of context clues. Some of them are:

a. Definition/Description clue

The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include "that is," commas, dashes, and parentheses.

Examples: His emaciation, that is, his skeleton-like appearance, was frightening to see. "Skeleton-like appearance" is the definition of "emaciation."

b. Example Clues

Sometimes when a reader finds a new word, an example might be found nearby that helps to explain its meaning. Words like including, such as, and for example, point out example clues.

Examples: Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean. "Piscatorial" obviously refers to fish.

c. Synonym Restate Clues

The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. Synonyms are words with the same meaning.

Examples: Flooded with spotlights – the focus of all attention – the new Miss America began her year-long reign. She was the cynosure of all eyes for the rest of the evening. "Cynosure" means "the focus of all attention."

d. Contrast/Antonym Clues

Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like "although," "however," and "but" may signal contrast clues.

Examples: When the light brightens, the pupils of the eyes contract; however, when it grows darker, they dilate. “Dilate” means the opposite of “contract.”

e. Mood/Tone Clues

The author sets a mood, and the meaning of the unknown word must harmonize with the mood.

Examples: The lugubrious wails of the gypsies matched the dreary whistling of the wind in the allbut- deserted cemetery. “Lugubrious,” which means “sorrowful,” fits into the mood set by the words “wails,” “dreary,” and “deserted cemetery.”

f. Experience Clues

Sometimes a reader knows from experience how people or things act in a given situation. This knowledge provides the clue to a word’s meaning.

Examples: During those first bewildering weeks, the thoughts of a college freshman drift back to high school where he was “in,” knew everyone, and felt at home. A feeling of nostalgia sweeps over him.

g. Analysis/Structure Clues

The parts used to construct a word can be direct clues to meaning. Knowledge of prefixes, roots, and suffixes can aid a reader in using this type of context clue. Learning one word part can add dozens of words to a reader’s vocabulary. The power of word parts lies in the ability to combine the roots and affixes with the context in which a word is used to discover the author’s meaning.

Examples: The somnambulist had to be locked in his bedroom at night for his own safety. If a reader knows the meaning of ambular (walk) and somn (sleep) and sees the sentence, the reader may realize that a “somnambulist” is a sleepwalker.

h. Inference Clue

Sufficient clues might be available for the careful reader to make an educated guess at the meaning.

Example: She told her friend, “I’m through with blind dates forever. What a dull evening! I was bored every minute. The conversation was absolutely vapid.” “Vapid” means “uninteresting.”

i. Cause and Effect Clues

The author explains the reason for or the result of the word. Words like “because,” “since,” “therefore,” “thus,” “so,” etc. may signal context clues.

Example: She wanted to impress all her dinner guests with the food she served, so she carefully studied the necessary culinary arts. “Culinary” means “food preparation.”

In order to facilitate the comprehension of a text, vocabulary knowledge is extremely important. If students do not understand the meanings of the words they encounter in a context, their comprehension of the context is likely to fail. To develop reading fluency and increase reading efficiency guessing the meanings of words from context is significantly useful. New words presented in isolation are hard to learn but words in context help learners to deduce meaning from context and learners see how new words are used grammatically in a sentence. To continue reading without interruption, guessing meanings of words from context is a useful skill.

Previous Study

There are some researches which are conducted a research about guessing meaning word before this study carry out, researcher relates this study from the

previous research which has similarity that can be used to material review. The first, a study which is done by Kuang Yu Chen 2014 concluded that a correlation among vocabulary knowledge, syntactic knowledge, and reading comprehension existed in his study. There are two research questions proposed whether vocabulary knowledge and syntactic knowledge correlate to reading comprehension and how vocabulary knowledge and syntactic knowledge affect their reading comprehension. The researcher used Pearson Product Moment Correlation tools to analyze the data, and the results indicated a positive correlation between vocabulary breadth ($r=.543$, $p<.05$) and reading comprehension. The current finding proved vocabulary knowledge has a preeminent role that controls readers' reading comprehension abilities for his particular study. A positive correlation did exist in this study. Second language learners' performance in syntactic knowledge affected their performance on reading comprehension tests. The interview findings showed that the majority of participants agreed that vocabulary knowledge was important for them in order to comprehend the reading context. With different levels of language proficiency, the participants tended to have different aspects, either vocabulary breadth or depth knowledge.

In addition, the second supporting study done by Mehnoosh Ranjbar 2012 concluded that grammar knowledge was a key factor in deciphering the meanings of unknown words. It was also shown that the more comprehensive the grammar knowledge was, the higher the learners' proficiency level in guessing words would be. Therefore, instruction of grammatical structures in L2 contexts is recommended. The fact shows that grammar can help learners in many aspects because it serves as a tool to self-correct and self-edit the utterances we produce or receive in our daily life. Grammar in its broadest sense means knowledge of vocabulary formation and knowledge of sentence formation.

The contrary found comes from Angele Linda. L, 2002. She did the study whether there is correlation or not between grammar knowledge and reading comprehension. She concluded that even grammar knowledge is essential, there remains limited to account for all the complex reading process. Consequently, reading proficiency cannot be predicted by grammar performance and we might not claim that students who have good score in grammar will get a good score too in reading comprehension. This means that there are numerous factor related to reader, the text, and the goal of reading itself.

The second contrary study supported by (Huang, 2004; Chou's, 2011), they concluded that grammar has no effect on comprehension process. tested for about 246 students of university and the result is they rely on vocabulary mastery than other factor for comprehension. In addition, Chou's tested 159 students in southern Taiwan about correlation vocabulary knowledge, background knowledge, and reading comprehension and he bravely stated that their background knowledge does not help the students to increase their comprehension, but they who have good vocabulary size are able to increase reading performance.

Based on the discussion above, this chapter has already provided some literature review needed to conduct the research. In addition, to explain how the research is conducted. It will be explained in the next chapter.

Research Design

In this study, the researcher has two research questions in which he wants to investigate to what extent grammar mastery contribute in guessing meaning word and how the students encourage their grammar mastery to guess meaning word in reading comprehension. Based on two varied questions, mixed method research is conducted in this research as both questions need to be answered by using quantitative approach and qualitative approach.

According to (Creswel, John. W, and Clarck Vicky; 2008), mixed method design is begin by assumption which is similar to inquiry method. This method gives assumption that collecting data, analyzing data, and mixing approaches is though the phase. It is going to focus in collecting data and analyzing data and the researcher will mix both quantitative and qualitative research. In this research, firstly the researcher will collect quantitative data about to what extent grammar mastery contributes in guessing meaning word then analyze by using SPSS program. The second phase, the researcher gains qualitative data about how the students encourage their grammar mastery to guess meaning word then analyze by using qualitative procedure. After having both analysis data, the researcher arranges the whole conclusion for single study representing some answers of research questions. Hence mix method should have been acceptable in conducting this research.

Setting and participants of study

In this study, the writer will choose SMA DARUL ISLAM GRESIK as setting of the study and all eleventh grade (IPA&IPS) which consist 61 students divided into two classes are the subject of the study because the reasonable matters why this research need to be conducted. There are such as; students assume that some vocabularies is not well-known in reading narrative text, teaching grammar is not exclusive, lack of vocabulary is still the highest range, there is no trick applied to solve the problem at all and English score for national examination is still below average. Moreover the result of this study should be reference for teachers to treat the students facing English national examination one year after. Thus this research is qualified conducting there.

The participants of this research were chosen by using purposive sampling. In purposive sampling, the researcher intentionally selects individuals and sites by proposing some standards in order to obtain rich and useful data (Creswell, 2012, p.206). In this study, the researcher limits the participant by using some criteria such as; students who have got the narrative text material, students who will face national examination after, and students who have got basic grammar as the specific and limitation of the study then students of eleventh grade is the proportional subject in conducting this research.

Data Collection

Data collection holds to gain specific information about students' academic performance in grammar mastery and guessing meaning word while the second data is about information of the way they encourage their grammar mastery in guessing meaning word. Collecting data is assistance to the researcher to find the data in the field of study which is examined. In this study the writer uses some instruments to collect the data. Furthermore, researcher will explain the procedure of collecting data

in this study. The instruments and procedure of data collection used in this research are set as follows:

Grammar test

The researcher has selected about grammar material because there are many grammar materials and the researcher is aware of the idea of proper class. Students are senior high school at XI grade, thus grammar material adopted is about parts of speech, sentences, modal, and phrase. It is such a syllabus expectation that should have been mastered by students and before making a test, the researcher makes test specification first related to the syllabus. The test consist of 25 questions in formats and each question has 4 score. The assessment is objective in which maximum score should be 100 and the minimum score is 0. The sources are taken from grammar book by Betty Azzar 1st, 2nd, 3rd edition and TOEFL by Michael A. Pyle and Ary Ellen Munoz Page then it is checked and approved by teacher and expert. The formats of grammar tests are arrangement, grammar error, and fill the blank. Arrangement means student need to rearrange words separated randomly to be correct sentence. Grammar error means student just choose the best answer to which one error is below the word signed. Fill the blank is student tends to fill the blank by using proper word and the test is held in 90 minutes. It can be seen in appendix 3.3.1.

Guessing meaning word

To asses guessing word meaning, the researcher has selected and taken from TOEL reading by Michael A. Pyle, M.A and Ary Ellen Munoz Page, M.A. the examination consists of 25 questions which indicate about guessing meaning word. In other words the researcher gives vocabularies contexts for list of unknown words into narrative passage as the students declare that there are a lot unknown vocabularies in narrative passage. Into passage, there are some words blanked randomly. Here, students need to fill the blank by using word provided below the text and multiple choice. The aim is to gain how student's grammatical knowledge is able to affect their ability to guess the words. It can be seen in appendix 3.3.2.

Interview Form

The get the data how the students encourage their grammar mastery to guess meaning word, the researcher uses questioner. The interview is designed to break down the way the students use their grammar mastery in guessing meaning word in ten questions with W-H question. The questions are expected to explain about student's paradigm in grammar, student's grammar mastery, and the way students use in guessing meaning word. It can be seen in appendix 3.3.3.

Procedure

There are some procedures in collecting the data. The first is the researcher prepares the test specification of grammar mastery to guarantee that material is acceptable for the students in which it has been proper with the syllabus. If the test specification is approved, the researcher arranges the questions in order to gain student's grammar mastery. The test is held in subject decided randomly with time specification.

The second is the researcher prepares the test about guessing meaning word. The researcher makes test specification related to vocabulary aims in their syllabus. After having approval specification, the researcher makes questions and does the test directly after first test with suitable time depends on test. After getting both grammar mastery data and guessing meaning word performance, the day after interview form

prepared to know about how students encourage their grammar mastery in guessing meaning word is applied in purposive subject. It means they who get interview section are some students with the high score both grammar mastery and guessing meaning word.

Analyze the data

To analyze the data, the researcher uses SPSS procedure to conclude the quantitative data and qualitative procedure to conclude qualitative data. In this present study, the researcher applied two phases of data analysis as explain in the following sections;

Quantitative procedure

Knowing to what extent grammar mastery contributes in guessing meaning word, the researcher applies the form of linier regression analysis to measure the dependent variable (guessing meaning word) can be predicted by the independent variable (grammar mastery). The variable of grammar mastery refers to independent variable (X) and guessing meaning word refers to dependent variable (Y). There are some steps to be done before taking conclusion like below;

a. Validity and Reliability

Before conducting the tests, to determine the content validity, the researcher was helped by the English teacher to check the instrument based on syllabus. Thus, the researcher made specification acknowledged by English teacher. To determine the construct validity, the researcher tried out the instrument and analyze with SPSS

b. Normality Test

The procedure to ensure the data got is whether normal or not to be analyzed in the next section. If it is not applied, the validity of data is not qualified for simple subject.

c. Homoscedasticity Test

This test is to test whether in the regression model, there is the different variance from one residual to the other residual. If the residual to the other residual is constant, it is Homoscedasticity and it is good for regression.

d. Regression analysis

The test which is used to answer to what extent variable predictor (mastery grammar) to variable response (guessing meaning word), this statistic form is ;

e. Hypothesis test

The output of regression analysis can describe whether the hypothesis is received or rejected by taking significance tabl

$$Y = a + bX$$

$H_a = \text{Sig} < 0,05$, it means grammar mastery contribute in guessing meaning word

$H_o = \text{Sig} > 0,05$, it means grammar mastery does not contribute in guessing meaning word

f. R-square

To know how much the variable predictor (grammar mastery) can affect the variable response (guessing meaning word).

Qualitative analysis

According to Miles & Huberman (1994, p.10), three steps in analyzing the qualitative data are data reducing, data display, and drawing the conclusion. The deeply explanation will be discussed in the following.

a. Data Reduction

Data reduction means the process of selecting, focusing, simplifying, abstracting and transforming the raw data (Miles & Huberman, 1994, p.10). In this study the researcher just applies interview section and writes down the student's response. After gaining all data need, the researcher classify the student's response based on the equal degree.

b. Data Display

Displaying the data is the process to organize, compress assembly of information that permits conclusion drawing and action (Miles & Huberman, 1994). It was largely done in the form of table or extended description. In this research, displaying the data was done in the form of table.

c. Drawing the Conclusion

After all data display, the researcher might draw conclusion. The conclusion based on the equal information and general point given by the participant of the study.

To what extent grammar knowledge contributes to promote guessing meaning word.

In order to reach the objective of this study, it was needed for doing some statistical procedures to describe and find out the answer of first research problem in which what extent grammar mastery promote in guessing meaning word. After constructing the instrument, the researcher did try out and checked the result by using statistical procedures planned such as normality test, homoscedasticity test, hypothesis testing, and regression analysis.

Regression analysis stages

a. Validity and Reliability

In term of content validity, the specification has made and been acknowledged by English teacher whether it is appropriate with syllabus. English teacher approves that specification, so content validity of instrument is clear. The second is about construct validity in which item criteria is number 1-25 ($r_{xy} > (r \text{ table}) = \text{valid}$). The formula in getting r table is $df = n - k$ and it is about 0,255. All item of instrument $> 0,255$. Thus, construct validity of the instrument is valid. the table can be seen in appendix 6.

a. Descriptive statistic

From the tables displayed, descriptive statistic including minimum and maximum scores also standard deviation of the students' grammar mastery and guessing meaning word were examined.

Table 4.1.1.1(b) descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
grammar_mastery	61	24	96	73.11	16.567
Valid N (listwise)	61				

The number participants who joined the test are 61 students. In this test, the students were asked to do exercise consisting of 25 questions about grammar. The test was objective test where students got score 4 if they could answer correctly and they got 0 if they could not answer correctly. From this test, the score of grammar mastery from the minimum of 24 to maximum of 100 with mean of 73.11 and standard deviation of 16.567. Based on standard deviation of 16.567 that was more

than 20% from mean (14.3), it could be concluded that student's grammar mastery was various.

Table 4.1.1(b) descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
guessing_meaning_word	61	28	96	74.85	18.563
Valid N (listwise)	61				

The number participants who joined the test are 61 students. The students were asked to do exercise consisting of 25 question about guessing meaning word. The test was objective test where students got score 4 if they could answer correctly and they got 0 if they could not answer correctly. From this test, the score of guessing meaning word from the minimum of 28 to maximum of 96 with mean of 74.85 and standard deviation of 18.563. Based on standard deviation of 18.563 which is more than 20% from mean (15.0), it could be concluded that student's guessing meaning word is more various than grammar mastery. the whole result can be seen in appendix 5.

b. Normality Test

At this point normality test was conducted to examine the distribution of the data of each variable group. The computation of normality test would be displayed in the table below;

4.1.1.1(c) Normality test

		grammar_mastery	guessing_meaning_word
N		61	61
Normal Parameters ^a	Mean	73.11	74.85
	Std. Deviation	16.567	18.563
Most Extreme Differences	Absolute	.116	.177
	Positive	.084	.161
	Negative	-.116	-.177
Kolmogorov-Smirnov Z		.910	1.380
Asymp. Sig. (2-tailed)		.380	.044

Each variable could be seen in the significant value of Kolmogorov-Smirnov test. The significant value of grammar mastery was 0.380 as shown in the table and the significant value of guessing meaning word was 0.044. This was the stage to ensure whether the data was normal or not to decide the validity of data. To know the data of both variables belong to normal distribution or not, first it needed to state the null hypothesis (H_0) first. Null hypothesis (H_0) of this normality test was the data came from population that had normal distribution while for the working hypothesis (H_1) was the data did not come from population that had normal distribution. The criterion is H_0 could be rejected when the P-value (sig) was lower than α in the 5% level or 0.05.

The significant value of grammar mastery showed that the P-value was 0.380 which meant population had normal distribution because the significant value higher from alpha (sig = 0.380 > α = 0.05). Meanwhile, the result of normality test of

guessing meaning word was 0.044 which meant that the score of the test had normal distribution because the significant value higher from alpha ($\text{sig} = 0.044 > \alpha = 0.05$).

c. Homoscedasticity test

One requirement to obtain regression analysis was whether there was the different variance from one residual to the other residual or not. If the residual to the other residual was constant, it was Homoscedasticity and it was good for regression. To know the data of both variables belong to homoscedasticity or heteroscedasticity, first it needed to state the null hypothesis (H_0) first. Null hypothesis (H_0) of this test was there was no heteroscedasticity while for the working hypothesis (H_1) there is heteroscedasticity. The criterion is H_0 could be rejected when the P-value (sig) was lower than α in the 5% level or 0.05.

4.1.1.1(d) coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.622	6.790		.681	.499
	grammar_mastery	.117	.091	.166	1.294	.201

The significant value of grammar mastery showed that the P-value was 0.201 which meant there was no heteroscedasticity because the significant value higher from alpha ($\text{sig} = 0.201 > \alpha = 0.05$).

d. Regression analysis

Table 4.1.1.1(e) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.299 ^a	.090	.074	17.862

From the first table analysis, the correlation had been acquired coefficient of 0.299 which was more than p-value 0.05. It meant that there was positive modest effect of independent variable (grammar mastery) towards dependent variable (guessing meaning word). If the grammar mastery score gets the increase, the score of guessing meaning word will get the increase too. In other hand, R-square showed 9% ($0.09 \times 100\%$) which was meant that grammar mastery contributes guessing meaning word in 9% from 100%. The researcher may assume the intention of grammar teaching has not been dominant and the limited of grammar material applied are probably factors grammar mastery promoting guessing meaning word. As the result, there are still 91% unknown variable or other variables probably affecting

the result of guessing meaning word score which is not the researcher's dealing with, then the researcher may not mention those variables.

Table 4.1.1.1(f) ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1851.620	1	1851.620	5.804	.019 ^a
	Residual	18824.052	59	319.052		
	Total	20675.672	60			

The second table was ANOVA which told whether there was significant effect or not grammar mastery promotes in guessing meaning word. F-table value is 5.804 in which the degree of significant $0.19 > 0.05$. Thus, the regression model could not be applied to predict about the ability in guessing meaning word by using grammar mastery and the null hypothesis was accepted that grammar mastery does not have significant contribution to promote guessing meaning word.

Table 4.1.1.1(g) coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.336	10.431		4.826	.000
	grammar_mastery	.335	.139	.299	2.409	.019

The third table explained about regression coefficient which was meant the movement of guessing meaning word score affected by guessing meaning word score. If there was no grammar mastery, the score of guessing meaning word was 50.336 and coefficient regression of grammar mastery is 0.335 meant if the students were capable of answering one question in grammar mastery, it would contribute 1.34 in guessing meaning word score.

How grammar knowledge works through guessing vocabulary meaning

To obtain the data, the researcher had made a rank the students who get the best score both grammar mastery and guessing meaning word for about ten students. The interview form had five questions that students need to answer the questions such as below;

a. The number of vocabulary mastery

The first section students answered the question "do you master 4000 vocabularies?"

First participant answered that No, I do not master 4000 and I do not know how many vocabularies that I have mastered.

Second participant answered that No, I think it is too many for me, I think I just master 100 words.

Third participant answered that No, I do not master, I never count how many my vocabularies.

Fourth participant answered that No, I do not master, the main point it is not 4000 vocabularies.

Fifth participant answered that No, I do not master". I probably master 80 vocabularies.

Sixth participant answered that No, I do not master 4000.

Seventh participant answered that No, I do not master 4000,I never count my vocabularies.

Eight participant answered that No, I do not master 4000.

Ninth participant answered that No, it was about 100.

Tenth participant answered that "No, I do not master 4000.

Based on the answered, the conclusion was 100% participant did not master 4000 vocabularies like the expectation of (KTSP 2006) that students are required to master 4000 vocabularies for senior high school and text-oriented is a concern for English language teaching. It is still the longest crucial issue of EFL about having lack of vocabulary.

b. The paradigm of grammar

The second section students answered the question "what do you think about grammar?" and they have various ideas about that;

First participant answered that it was about form and complicated, but I thought grammar was important and we needed to master.

Second participant answered that I thought grammar was important, moreover when we were writing and we needed the number of vocabularies.

Third participant answered that grammar was complicated it was about rule and we need to memorize.

Fourth participant answered that it was about form and I thought it was important for me.

Fifth participant answered that grammar was important to write and read.

Sixth participant answered that grammar was difficult, but we needed to write.

Seventh participant answered that grammar was important as writing should be correct in form.

Eight participant answered that grammar was difficult and I did not need it in speaking.

Ninth participant answered that grammar was important, but I thought the number of vocabularies was more.

Tenth participant answered that grammar is complicated in written.

Based on the result, 90% participants believe that grammar was still important for them and 10% the participant believe grammar does not deal with the contribution of grammar on their own English skills. The conclusion grammar is still urgency such the theory of Crystal (1997:174-5) which stated that Grammar is the crucial term in language and there are some types of grammar such as; traditional, theoretical, perceptive grammar, and performance & universal grammar",

c. The contribution of grammar

The third section students answered the question “is grammar mastery capable of helping you independently?”

First participant answered that No, we still needed the number of vocabularies.

Second participant answered that No, it could not.

Third participant answered that No, it could not.

Fourth participant answered that No, it could not, we still needed the number of vocabularies.

Fifth participant answered that No, it could not.

Sixth participant answered that No, it could not

Seventh participant answered that No, it could not

Eight participant answered that No, it could not

Ninth participant answered that No, it could not.

Tenth participant answered that No, it could not.

Based on the answer, 100% participants think grammar cannot work independently and they need the number of vocabularies to apply in English skill. Paribakht (2004:149) stated "It is far from clear how grammar could aid learners in L2 lexical processing and further vocabulary acquisition". Consequently there was no surety that it had to be correct in guessing process even you had a good grammar knowledge.

d. Grammar mastery in guessing meaning word

The fourth section students needed to explain “how grammar works in guessing meaning word and what grammar subject help you significantly to guess meaning word?” and they have variances answers;

First participant answered that I analyzed the tense form, then I looked for the position of word and correlated the context.

Second participant answered that I needed to know class of words whether it was pronoun, conjunction, or verb. Then, I correlated with the context of passage.

Third participant answered that I analyzed part of speech and looked at the position of word. Then, I correlated with the context or word before/after.

Fourth participant answered that I needed to know the tense by knowing the verb and time signal. After that, I analyzed the position of word whether subject, object, or verb. If it was verb, it was easier for me.

Fifth participant answered that I analyzed the tense used, then looked at the word position while correlated with the meaning of other words.

Sixth participant answered that I analyzed whether it is noun, adverb, or adjective. Then, I correlated with the context.

Seventh participant answered that I analyzed whether it is noun, adverb, verb, conjunction or adjective. Then I analyze it was part of phrase or single word.

Eight participant answered that grammar was difficult, but I did not need it in speaking.

Ninth participant answered that I analyzed the tense and looked at the word before or after.

Tenth participant answered that I find class of word whether noun, adverb, or verb by looking at the position of word. Then I correlated with the context.

Based on the result, 50% participants apply their grammar mastery in guessing meaning word by using parts of speech in which analyze such as pronoun, noun, adverb, adjective, verb, and conjunction. 40% participants used the tense to find word meaning by finding time signal and identifying the position of words whether subject, verb, or object. 10% uses their grammar mastery by identifying whether it is part of phrase or single word and correlated with the meaning of previous or further word.

e. Mastering grammar or mastering many vocabularies

The fifth section students needed to choose whether mastering grammar or just memorizing many vocabularies in teaching learning activity.

First participant answered that I thought both of them are important. If we just mastered grammar, but our vocabularies are lack, nothing to do.

Second participant answered that those were important and it could not be separated.

Third participant answered that it should be balance. We had to master grammar and we had to master many vocabularies.

Fourth participant answered that I thought it was difficult to choose because we need both of those. it was better that we got proportionally.

Fifth participant answered that both of those were important.

Sixth participant answered that grammar was important and our vocabularies should be numerous. If we mastered grammar and our vocabularies were lack, It was our difficulty.

Seventh participant answered that we needed to get both of those equally. Mastering grammar was good and having more vocabularies was too.

Eight participant answered that vocabularies was more important, mastering a lot, we were still able to comprehend the passage by arranging words.

Ninth participant answered that mastering vocabularies was important.

Tenth participant answered that we should have both of those skills well as we had to need it in writing and reading.

Based on the result, 100% participants assume both grammar and the number of vocabularies should be integrated. There was no more important both of those. The additional point was about guidance in mastering the number of vocabularies related their need in teaching learning activity. This finding supported to Haarman (1988). He found that there is strong correlation between syntactic and reading comprehension. If the students have great enough number of vocabularies without understanding grammar knowledge, they will be difficult to get meaning. Based on Haarman's finding, it might be concluded both syntactic and vocabularies size should be proportional in work.

Discussion

As stated before that the objective of this study is to find out to what extent grammar promotes in guessing meaning word and how grammar mastery works through guessing meaning word. From the table of regression analysis, it proves that the value of the correlation coefficient was 0.299. It means there is very weak correlation between grammar mastery and guessing meaning word and the (r) value is positive, it concludes that the students who master grammar well will increase student guessing meaning word score.

The extent of grammar mastery promotes guessing meaning word is for about 9% and 91% is affected by the others variables. F-table value is 5.804 in which the degree of significant $0.19 > 0.05$. Thus, the regression model could not be applied to predict about the ability in guessing meaning word by using grammar mastery. In other word, mastery grammar independently cannot predict word meaning, there are for about 91% which also affects in guessing meaning word.

Comparing with the others previous research, this result gives opinion to the idea of Mehnoosh Ranjbar's finding which stated grammar knowledge was a key factor in deciphering the meanings of unknown words. The result of this study stated that there is no significant contribution of grammar mastery in guessing meaning word and the contribution of grammar in guessing meaning word is just 9%, but both this study and Mehnoosh Ranjbar agreed that there is relationship between grammar mastery and guessing meaning word. The differences arise due to some limitations and the subject used where he used students of university who has upper intermediate in grammar mastery and this study used students of senior high school who are not mastering the comprehensive grammar knowledge as well as his subject. Comparing between this result and his result, both of these results agreed that there is relationship between grammar and guessing meaning word. In other hand, this result does not agree that grammar is a key factor in guessing meaning word as the result of student's interview which all of them assumed that grammar could not promote in guessing meaning word independently. Moreover, they assumed that vocabularies must be good while they request to be guided in memorizing vocabularies. It means they propose to review about vocabularies in teaching learning activity.

In addition, this result supported the idea of (Huang, 2004; Chou's, 2011; Angele Linda. L, 2002) in which they assumed that even grammar knowledge is essential, there remains limited to account for all the complex reading process. Consequently, reading proficiency cannot be predicted by grammar performance and we might not claim that students who have good score in grammar will get a good score too in guessing meaning word. The assumption that there are numerous factor related to reader, the text, and the goal of reading itself can be strength references as the result of this research proved there are for about 91% the others variable involving.

The second discussion is how grammar mastery works through guessing meaning word. Based on the interview, there are three ways how the students apply grammar mastery through guessing meaning word. First, the students analyze the position of word and identify the class of word. If the students have found whether it is noun, adjective, or verb then they begin to predict into the context need. It means the students have been aware of structure and it is closer and specific way to predict

the meaning, but it does not work well if the students have very limited of vocabularies. However, the students need to seek the synonym or correlated meaning of word itself. Second, the students analyze the tense. It may probably work if the question is only about verb, so it is still far from the complicated of guessing meaning word as the students never know the questions provided. Third, the students analyze by identifying whether it is phrase or word. This way is quite similar with using part of speech and recalling their numerous vocabularies. If the students have been able to identify whether it is phrase or word, they must have good vocabularies. Thus, the number of vocabularies may get first priority.

The students assumed that they are more confident to face questions as they had enough vocabularies than the students master grammar well. They hoped the teacher could be proportional in delivering material. Most of the participants in this study had similar patterns in comprehending unknown word. However, the participants who had better language proficiency tended to utilize more literacy skills. Finally, providing a communicative learning probably may help students practice their knowledge which offers language learners turns to practice their vocabulary, syntactic knowledge in verbal and in written language. Other strategies may also be used, including question and answering sessions or worksheet practice. Thus, they are more aware to face complicated situation such finding unknown word that it must happen to English learners over the world.

Conclusion

Based on the result of the study, after presenting the findings of this research in chapter IV, researcher has some conclusions. First, the contribution of grammar mastery through guessing meaning word is for about 9%. The little percentage may be probably caused the limited material of grammar applied, the unbalance of grammar mastery and the number of vocabularies, teaching grammar into classroom is still ignored. Thus, the contribution of grammar mastery is 9% for guessing meaning word at senior high school. The students who have language background still applied naturally this way proven it has positive correlation.

Second conclusion is the students apply three different ways to guess meaning word by using grammar. First, the students use the ability of identifying each previous or further class word to get closer and specific meaning. After finding the class of word, the students cross with the answer and context. Second, the students use the ability of tense which focuses analyzing verb. Thus, it is too limited to guess meaning word. Third, the students identify whether it is phrase or single word. this way is the same with using part of speech, but the student who applies this way must have many vocabularies as the can differ whether it is single word or phrase by knowing the whole meaning of text.

Consequently, the predicted model by using student's grammar mastery independently to guess meaning word has not been able to be applied. As a result, students are still difficult to solve unfamiliar word even their grammatical analysis has covered it.

5.2 Suggestion

From two conclusions above, some suggestions are offered to teachers and further researchers, as follows; a) Teaching grammar may not be ignored in teaching activity even communicative purpose is conducted in our curriculum. However, grammar mastery is still having contribution. b) Both grammar mastery and vocabularies number should be monitored well and given proportionally. c) Further researchers may conduct the research deeply with other variables to seek the gap in 91% contribution toward guessing meaning word. d) In order to have luck of vocabularies, the approach of how to guess meaning word need to be taught in the classroom activity as we admit having lack vocabulary is crucial issue of EFL. e) The guidance of mastering vocabularies should be given in term of content and material taught.



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APPENDIX I

NAME :

CLASS :

TIME : 2 X 45 MINUTES

SCORE

I. Answer related to the kind of question such as multiple choice, error analysis, fill the blank, and rearrangement!

1. My college students have not finished their assignment they are very busy with their final examination

- A. If
- B. so
- C. While
- D. Even
- E. Because

2. I wish you would tell me.....

- A. Who is being lived next door
- B. Who does live in the next door
- C. Who lives next door
- D. Who next door was living
- E. Who was next door

3. During the Daytona, the lead car, leaving the others far behind

- A. Forwarded rapidly
- B. Advanced rapidly
- C. Advanced forward rapidly
- D. Advanced in a rapidly manner
- E. Advanced rapid

4. She would like to live in Indonesia, it never snows

- A. Where
- B. When
- C. Whom
- D. Why
- E. What

5. Engineers.....for work on the new space program

- A. Are needed
- B. Hopefully
- C. Next month
- D. Necessary
- E. A need

6. You.....throw the litter from your vehicle because it can pose a risk to the environment

- A. Will not
- B. May not
- C. Can not
- D. Must not
- E. Would not

7.you please check my paper for grammar errors?

- A. Must
- B. May
- C. Will
- D. Should
- E. Can

8. Before you came yesterday, he

- A. Had gone to Paris
- B. Went to Paris
- C. Goes to Paris
- D. Will go to Paris
- E. Was going to Paris

9. In the United States, there are much holidays throughout the year

- A B C D

10. Tomatoes grows all year long in Florida

- A B C D

11. Rino is able to ride this motorcycle the fast

- A B C D

12. Cars were back up for miles on the free way

- A B C D

13. So I know that he who steals my book is my friend, I have forgiven his mistake

- A B C D

14. He had not been gone very long when the Snake passes by Blue-Tongue Lizard's camp.

- A B C D

15. You wife is gone, Taipan has taken her away

- A B C D

16. A friend of mine_____ father is the manager of a company helped me to get a job

17. Because of ____ hardiness, daylilies can be cultivated particularly easily

18. I will go to Lombok_____Sunday by plane

19. If I ask question, _____ you answer it?

20. If I_____ finished this assignment, I would have joined the final examination

21. With – I – English – my – studied – yesterday – brother – home – at
22. Phoning – at – two – was – sister – ago – my – **7 o'clock** – me – days
23. Are- by – the – chickens – morning – fed – every – farmer – the
24. us? – be – this – bought – book – should – why – soon
25. already – we – competition – have – two – weeks – prepared – this – for



APPENDIX II
THE VALIDITY OF GRAMMAR TEST

Corrected item- correlation	R- table	status
0,383	0,255	VALID
0,379	0,255	VALID
0,409	0,255	VALID
0,557	0,255	VALID
0,493	0,255	VALID
0,399	0,255	VALID
0,387	0,255	VALID
0,413	0,255	VALID
0,535	0,255	VALID
0,493	0,255	VALID
0,408	0,255	VALID
0,323	0,255	VALID
0,324	0,255	VALID
0,521	0,255	VALID
0,557	0,255	VALID
0,708	0,255	VALID
0,497	0,255	VALID
0,678	0,255	VALID
0,387	0,255	VALID

0,650	0,255	VALID
0,603	0,255	VALID
0,731	0,255	VALID
0,605	0,255	VALID
0,535	0,255	VALID
0,564	0,255	VALID

